

Abstrak

Mahasiswa melakukan prokrastinasi akademik disebabkan oleh beberapa faktor, salah satu faktornya adalah *self-regulated learning*. Penelitian ini bertujuan untuk mengetahui hubungan *self-regulated learning* dengan prokrastinasi akademik pada mahasiswa yang tergabung dalam Lembaga Kemahasiswaan Universitas Kristen Satya Wacana. Jumlah partisipan dalam penelitian ini sebanyak 80 orang mahasiswa dengan teknik pengambilan data menggunakan *purposive sampling*. Variabel *self-regulated learning* diukur dengan skala *Motivated Strategies for Learning Questionnaire* (MSLQ) dan skala prokrastinasi akademik diukur dengan *Tuckman Procrastination Scale*. Data dianalisis menggunakan teknik korelasi *Product Moment Pearson*. Koefisien korelasi yang diperoleh sebesar $r = -0,558$ dengan signifikansi sebesar 0,000 ($p < 0,05$) sehingga dapat disimpulkan, ada hubungan negatif dan signifikan antara *self-regulated learning* dengan prokrastinasi akademik pada mahasiswa yang tergabung dalam Lembaga Kemahasiswaan Universitas Kristen Satya Wacana. Makin tinggi *self-regulated learning*, maka makin rendah prokrastinasi akademik dan makin rendah *self-regulated learning*, maka makin tinggi prokrastinasi akademik.

Kata Kunci: Prokrastinasi Akademik, *Self-regulated learning*, Mahasiswa

Abstract

Academic procrastination on college student were caused by many factors, one of many factors was self-regulated learning. This research was intended to find out the correlation between self-regulated learning with academic procrastination on college student who are members of the Satya Wacana Christian University Student Organization. The number of participant in this study as many as 80 college student with data collection techniques using purposive sampling. Self-regulated learning variable were measured with Motivated Strategies for Learning Questionnaire (MSLQ) scale and academic procrastination scale measured with Tuckman Procrastination Scale. Data analysis using Product Moment Pearson correlation technique. Acquired correlation coefficient is $r = -0,558$ with significant $0,000$ ($p < 0,05$) so it can be inferred, there is negative and significant correlation between self-regulated learning with academic procrastination on college student who are members of the Satya Wacana Christian University Student Organization, meaning that the higher self-regulated learning, then lower academic procrastination and lower self-regulated learning, then higher academic procrastination.

Keywords: Academic procrastination, Self-regulated learning, College Student